



# **OCL Anti-Bullying Policy**

## **February 2019**

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**Version 3.0**



## Document Control

### Changes History

Version	Date	Amended by	Recipients	Purpose
2.0	01/09/16	Kirstie Fulthorpe – OCL safeguarding Lead	All Oasis Staff	Updated legislation
3.0	07/02/19	Paul Tarry	All Oasis Staff	Updated policy detail

### Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
John Barneby	Acting Director HR	01/09/2016	2.0

### Distribution

This document has been distributed to:

Name	Position	Date	Version
All Oasis Academy Principals	-	02/09/2016	2.0
All Academies Staff And Oasis Centre Staff	-		2.0

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## 1 Introduction

- 1.1 We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Academy, whether it is in the Academy or in off-site activities. If bullying or harassment does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying or harassment is happening is expected to tell the staff.
- 1.2 All members of the Academy Council, staff, students and parents should have an understanding of what bullying is and what the Academy's procedures are for responding to bullying. Information will be shared on the Academy website, through regular events and/or workshops for families.
- 1.3 As an Academy we take bullying seriously. Students, staff and parents and anyone associated with the Academy should be assured that we do not tolerate bullying and that they will be supported when such behaviour is reported.
- 1.4 This policy underpins the consistent application of our anti-bullying procedures and practice across the Academy. It has been devised in line with the statutory regulations set out in the Keeping Children Safe in Education, DfE 2018.

This policy should be understood, used and applied alongside the Academy policies for teaching, learning and curriculum, also for:

- Safeguarding and Child Protection Policy
- Complaints
- E Safety and acceptable user guidance
- Staff conduct
- Whistleblowing
- Oasis Community Learning Recruitment Policy
- Safer Recruitment Specific Guidance
- OCL Student Equality and Inclusion Policy
- Sex and relationship education
- Promoting Fundamental British Values

## 2 What is bullying?

- 2.1 Bullying is behaviour by an individual, peers or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally. An act, or acts, of bullying can take place at any time in or outside school premises or hours. This policy will apply at any point whilst a child is registered as a pupil at our Academy. All staff are trained to be vigilant about all forms of bullying and/or peer abuse.
- 2.2 Bullying can be:
  - **Emotional** - being unfriendly, excluding, tormenting
  - **Physical** - pushing, kicking, hitting, punching or any use of violence;
  - **Racist** - racial taunts, graffiti, gestures;
  - **Sexual** - unwanted physical contact or sexually abusive comments;

- **Trans** - bullying based on prejudice or negative attitudes, views or beliefs about trans people
- **Sexist** - bullying because of their sex or because they may not be perceived to conform to typical gender norms
- **Faith** - because of their religion
- **Social class** – because of their background or social class
- **Homophobic** - because of, or focussing on the issue of sexuality;
- **Ability** - because of, or focusing on learning and/ or physical disabilities;
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing because of appearance etc.;
- **Cyber** - all areas of internet use, such as e-mail and internet chat room misuse, mobile threats by text messaging, including sexting & calls, misuse of associated technology

### 3 Why is it important to respond to bullying?

- 3.1 Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect. Students and staff who are bullying need to learn different ways of behaving and the Academy will take necessary steps to assist this change in behaviour including disciplinary action.
- 3.2 Whilst we all have a responsibility to respond promptly and effectively to issues of bullying, a proactive approach to identify and act upon potential signs of bullying will assist in dealing with issues prior to them being formally raised. The signs and behaviours (below) could indicate other problems, but bullying should be considered a possibility and should be investigated. Other signs may also manifest themselves not mentioned here.
- Is frightened of walking to or from school;
  - Doesn't want to go to school by public/school transport;
  - Insists on being driven to school;
  - Changes their usual routine;
  - Is unwilling to go to school after previously enjoying being part of the school community;
  - Begins to truant;
  - Becomes withdrawn, anxious, or lacking in confidence;
  - Starts stammering;
  - Attempts or threatens suicide or runs away;
  - Cries themselves to sleep at night or has nightmares;
  - Feels ill in the morning;
  - Begins to do poorly in school work;
  - Comes home with clothes torn or books damaged;
  - Has possessions which are damaged or unexpectedly go missing;
  - Asks for money or starts stealing money (to pay bully);
  - Has dinner or other monies continually "lost";
  - Has unexplained cuts or bruises;
  - Comes home starving (money / lunch has been stolen);
  - Becomes aggressive, disruptive or unreasonable;
  - Is bullying/ harassing other children or siblings;
  - Stops eating;
  - Is frightened to say what's wrong;
  - Gives improbable excuses for any of the above;
  - Is afraid to use the internet or mobile phone;

- Is nervous & jumpy when a cyber message is received;

## Responsibilities

### 3.3 The Regional Director

The Regional Director will liaise with the Principal and a designated teacher over all anti-bullying strategies and individual cases where appropriate.

The Regional Director will discuss, review and endorse agreed strategies on the initiative of the nominated.

### 3.4 The Principal

The Principal has a legal duty to draw up procedures to prevent bullying among students.

The Principal will:

- Ensure that all staff have an opportunity of discussing strategies and reviewing them on a regular basis;
- Determine the strategies and procedures and ensure a regular review is undertaken;
- Discuss development of the strategies with the Academy Leadership Team;
- Ensure appropriate training is available;
- Ensure that a system for recording bullying incidents is in place;
- Ensure that the procedures are brought to the attention of all staff, parents and students on a regular basis in a clear manner;
- Ensure that sanctions imposed for bullying reflect the serious nature of the incident; and
- Report at least annually to the Regional Director.

### 3.5 A designated senior staff member will:

- Be responsible for liaising with the appropriate member of staff over all incidents involving students in their form;
- Ensure that all incidents of bullying are reported to the responsible senior member of staff;
- Be involved in any agreed strategy to achieve a solution;
- Take part in the anti-bullying programme in the PSHE and Citizenship course;
- Know the policy and procedures;
- Be observant and ask students what is happening to them;
- Deal with incidents according to the policy; and
- Never let any incidences of bullying pass by unreported, whether on-site or during an off-site activity.

### 3.6 All Staff will:

- Be responsible for the day-to-day management of the policy and systems;
- Ensure that there are positive strategies and procedures in place to help both those being bullied and the bullies;
- Maintain the Academy's record of incidents of bullying;
- Keep the Principal and designated teacher informed of incidents;
- Arrange relevant staff training;

- Determine how best to involve parents in the solution of individual problems;
- Make a termly report to the Principal;
- Promote a culture of anti-bullying/harassment;
- Be responsible for ensuring that the Academy's positive strategies are put into practice; and
- Know the Academy's procedure and deal with any incidents that are reported.

## 4 Anti-Bullying Education in the Curriculum

- 4.1 The Academy will raise the awareness by teaching pupils about staying safe and about the anti-social nature of bullying through its' curriculum, including in PSHE and Citizenship lessons, assemblies, the Student Council, use of tutorial time and in the national curriculum programmes of study as appropriate. Please refer to the Academy's teaching, learning and curriculum policies.
- 4.2 The designated senior member of staff is responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the curriculum, PSHE and Citizenship course; and other appropriate staff are responsible for introducing anti-bullying material in their programmes of study as appropriate.
- 4.3 Changing the attitude and behaviour of bullies will play a major part in the strategies used by the Academy.

### Anti-bullying Procedures

## 5 Parents

- 5.1 If parents suspect their child is being bullied they should contact the Academy. Parents should be prepared to talk about the signs and symptoms and any suspicions they have regarding those carrying out the bullying/ harassment. The designated safeguarding lead for Oasis Academy Ryelands is Glenn Lillo – contact number: 020 8656 4165 Email: office@oasisryelands.org
- 5.2 Parents must leave the initial investigation to the Academy. Any attempt to resolve the issue themselves is likely to make the matter worse.
- 5.3 Parents should encourage their child to talk to an appropriate member of staff in the first instance, or a student trained in anti-bullying.

## 6 Students

- 6.1 If a student thinks they are being bullied they must tell an adult, parent, a member of staff, or use an anti-bullying system (such as a bully or worry box) and be prepared to explain what form the bullying is taking and how it affects them
- 6.2 Students who witness bullying, or an incident which they feel may be bullying or harassment must tell an adult, parent, Learning Guide or a member of staff.

## 7 Staff

- 7.1 If bullying is reported to a member of staff they will record the details as presented to them and pass these on to the appropriate staff member. No promise of confidentiality can be given.
- 7.2 Following a reported incident staff will investigate using the following strategies, with the support of other members of staff, including the Designated safeguarding Lead, as appropriate:
- Reflection – What has happened? Could it have been different?
  - Resolution – How can we try to ensure this doesn't happen again?
  - Reconciliation – How we put things right between those involved?
- 7.3 All incidents of bullying/ harassment must be recorded by staff in a bullying system or book that the Principal must organise.
- 7.4 In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
- 7.5 If necessary and appropriate, police will be consulted or involved.
- 7.6 Time out/ reflection time may be used if deemed appropriate. The level of time out will be determined by the success of the 3Rs process (7.2) and at the discretion of the member of staff involved.
- 7.7 Care must be promoted for the victim and the bully, not just one.
- 7.8 Sanctions may be applied where bullying is identified.

## 8 Persistent bullying

- 8.1 If a student continues to inform that they are being bullied, they should be provided with a log book to record this. For younger children, or those with a special educational need and/or disability, they will be supported with this approach
- 8.2 Staff will determine what next steps to take having regard to the strategies and sanctions applied under paragraph 9.

## 9 Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an appropriate member of staff of their choice;
- Reassuring the student;
- Offering continuous support with a designated member of staff;
- Restoring self-esteem and self-confidence;
- Referral to a Peer Mentor if appropriate;
- Referral to a counsellor;



- Offering continuous support and advice to parents;
- Being informed about the outcome of the investigation in to their concerns.
- Include Children's Services where appropriate (e.g. where there are linked safeguarding concerns)

## **10 Students who have bullied will be helped by:**

- Discussing what happened;
- Discovering why the student became involved;
- Establishing the wrong-doing and the need for change;
- Informing parents to help change the attitude of the student;
- Involving other agencies, including Police and Children's Services, to support a change in behaviour;
- Referral to a counsellor (if necessary);
- Attend a mediation (restorative justice) meeting with the effected student to resolve issues and prevent recurrence.

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

## **11 Sanctions**

Students who have bullied will be punished appropriately according to their behaviour, in accordance with the Academy's Behaviour policy. Permanent exclusion may be an appropriate sanction.

## **12 Complaints**

If a parent or carer is dissatisfied with the response made by the Academy following a reported incident of bullying, he/she may make a complaint in accordance with the Academy's Complaints Policy.

## **13 Equal Opportunities**

In implementing this policy all members of staff must take into account the Academy's Equal Opportunities policy. Staff must ensure that no student involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

## **14 Monitoring, Evaluation and Review**

The Oasis Community Learning Board will review this policy at least every two years and assess its implementation and effectiveness.